7-19-2013

Educational Policies Committee Program Proposal, College of Agriculture and Applied Sciences, July 19, 2013 - Master of Education in Career and Technical Education

Utah State University

Cover/Signature Page - Full Template

Institution Submitting Request: Utah State University
Proposed Title: Master of Education in Career and Technical Education
School or Division or Location: College of Agriculture
Department(s) or Area(s) Location: School of Applied Sciences, Technology & Education
Recommended Classification of Instructional Programs (CIP) Code[1] : 13.1399
Proposed Beginning Date: 07/01/2013
Institutional Board of Trustees' Approval Date: March 8, 2013

Proposal Type (check all that apply):

R401-4

Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.

Section #		Item
4.1.1	☐	Non-Credit Certificate of Proficiency Eligible for Financial Aid
	☐	Credit Certificate of Proficiency Eligible for Financial Aid
4.1.1	☐	Non-Credit Certificate of Completion
	☐	Credit Certificate of Completion
4.1.9	☐	Fast-Tracked Certificate
4.1.2	☐	Associate of Applied Science Degree
4.1.3	☐	Associate of Science Degree
	☐	Associate of Arts Degree
4.1.5	☐	Bachelor's Degree
4.1.6	☐	K-12 School Personnel Programs
4.1.7	x	Master's Degree
4.1.8	☐	Doctoral Degree

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

Signature **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Executive Summary - Full Template

Utah State University
Master of Education in Career and Technical Education
07/01/2013

Program Description

This R401 requests a discontinuation of a "Plan C" Master of Science in Agricultural Systems Technology option and restructuring that degree option to become a Master of Education (M.Ed.) in Career and Technical Education (*CTE*). This restructured professional degree is designed to meet the needs of practicing CTE professionals. The School of Applied Sciences, Technology and Education (ASTE) currently offers undergraduate pre-service teacher preparation programs in four areas of CTE including Agriculture; Family and Consumer Sciences; Skilled and Technical; and Technology and Engineering Education. This M.Ed. degree will provide a continuation of our focus upon CTE teachers and their professional development and utilize the faculty capacity to enhance secondary education in Utah.

Role and Mission Fit

The M.Ed. in Career and Technical Education directly relates to the mission of Utah State University to "be one of the nation's premier student-centered land-grant and space-grant universities." The program will meet the student-centered demands of current CTE professionals by offering courses through a convenient delivery methods and fulfills the land-grant mission by bringing education to individuals not only in the state of Utah, but nationwide. Furthermore, this program directly "serves the public through learning, discovery and engagement" by giving current teachers and administrators tools they need to better educate the public in the areas of agriculture, family and consumer sciences, technology and engineering, and business.

Faculty

This request is a restructuring of a current degree focus and therefore the current faculty members are prepared to offer the degree content. The school is also realigning faculty resources and is currently searching for an additional faculty member who will directly contribute to the degree offerings. Faculty members will also use the resources available through the Center for Innovative Design and Instruction in developing appropriate curriculum. The following faculty members from the School of ASTE will be involved in delivering instruction in this program:

Edward Reeve, Professor, Ph.D., Technology and Engineering Education, Logan Campus
Gary Stewardson, Associate Professor, Ph.D., Technology and Engineering Education, Logan Campus
Bruce Miller, Professor, Ph.D., Agricultural Education, Logan Campus
Dennis Garner, M.S., Business Education, Uintah Basin Regional Campus
Julie Wheeler, Senior Lecturer, M.Ed., Family and Consumer Sciences Education, Logan Campus
Brian Warnick, Associate Professor, Ph.D., Agricultural Education, Logan Campus
Lindsey Shirley, Assistant Professor, Ph.D., Family and Consumer Sciences Education, Logan Campus
Rebecca Lawver, Ph.D., Agricultural Education, Logan Campus
Jared Berret, Ph.D., Technology and Engineering Education, USU Eastern, Blanding Campus

Market Demand

This Master of Education in Career and Technical Education degree will attract those who may be interested in advancing their careers as professional educators. The School of Applied Sciences, Technology & Education is home to several undergraduate career and technical education program areas,

including Agriculture Education; Family and Consumer Sciences Education; Skilled and Technical Sciences; and Technology and Engineering Education.

Using primarily existing graduate courses, many of which are already taught on-line or as hybrid courses, the Master of Education (M.Ed.) in Career and Technical Education will serve in-service secondary CTE teachers and CTE professionals in Utah and across the region. This master's degree option will have no thesis or Plan B paper option; however, students will still be required to create a culminating creative or integrative experience.

Student Demand

Teachers in secondary CTE programs in Utah served approximately 141,000 students last year. Instructors of these students look for continuing education to maintain their currency and effectiveness in the classroom. The current Plan C M.S. degree program option in ASTE existed 'under the radar' in many respects and had consistent enrollment of approximately 25 matriculated students. This enrollment stemmed from the Agriculture, and Family and Consumer Sciences area of CTE teachers and the school has done little to advertise the program. With the addition of degree programs and faculty members with expertise in Technology and Engineering Education as well as faculty members with Business Education training, the School is ready to provide a comprehensive degree targeted at the broader CTE audience. This proposed degree will expand the offering to include the Technology and Engineering, and the Business educators as well in a composite CTE offering. We anticipate a solid demand and project the ability to accommodate approximately 75 students in the program with our current structure.

Statement of Financial Support

Appropriated Fund ..... ☐
Special Legislative Appropriation ..... ☐
Grants and Contracts ..... ☐
Special Fees/Differential Tuition ..... ☐
Other (please describe) ..... ☐

Similar Programs Already Offered in the USHE

No other similar degree programs at USHE institutions.

Program Description - Full Template

Utah State University
Master of Education in Career and Technical Education
07/01/2013

Section I: The Request

Utah State University requests approval to offer Master of Education in Career and Technical Education effective Fall 2013. This program has been approved by the institutional Board of Trustees on ***Date***.

Section II: Program Description

Complete Program Description

The professional M.Ed. program in Career and Technical Education (CTE) is designed for professionals in the field who want to enhance their knowledge and skills in the development and delivery of quality CTE programs. Individuals who successfully complete the program will be able to:

- Develop and deliver contemporary CTE curricula.
- Modify instruction to meet the needs of adult learners.
- Use advanced teaching methods and instructional strategies to enhance student learning.
- Effectively assess and evaluate student learning.
- Utilize effective management and student motivation techniques in classroom.
- Discuss current issues and trends in Career and Technical Education.
- Use basic research methods to improve teaching and learning.

This degree program, with a focus in career and technical education, is an innovative 33-credit program with a core of six required courses (18 credits) and will provide opportunities for students to select electives that help them meet their career goals. Additional electives will be available through the School of Applied Sciences, Technology, and Education (ASTE), and through other colleges and units on campus (e.g., from the Instructional Technology and Learning Sciences Department on-line programs).

The M.Ed. in CTE will primarily use existing graduate level course that are available in the program areas of Agricultural Education, Family and Consumer Sciences Education, and Technology and Engineering Education.

Course Prefix & Number	Title	Credit Hours
Required Core Courses (18 Credits)		
TEE 6090	Program Design	3
ASTE 6160*	Foundations of Adult Education	3
FCSE 6300*	Advanced Teaching Strategies	3
TEE 6150	Evalaution and Assessment	3
ASTE XXXX (to be developed)	Reading and Applying Resarch in CTE	3
FCSE 63208	Classroom Management, Student	3

	Motivation, and Guidance	
	Sub-Total	18
Elective Courses	Students select 15 credits from the following list or other approved courses.	
FCSE 6180	Administration and Program Planning	3
FCSE 6140*	Evaluation and Ethics of Research in Education and Extension	3
ASTE 7500*	Diffusion of Innovations	3
FSCE 6380*	Mentoring and Supervision	3
TEE 6910	Experimental Laboratory	3
TEE 6930	Independent Study	3
	Sub-Total	15
	Total Number of Credits	33
* = Curreltly Taught On-line or Hybrid		

Purpose of Degree

The Master of Education in Career and Technical Education degree will advance the knowledge base of professional career and technical eduators in Utah. The expertise for the degree will build upon the existing teacher preparation programs in ASTE and provide a single cohesive program to inservice teachers in the CTE areas in Utah secondary schools. This degree should ultimately assist in enhancing the career and college readiness of students in Utah secondary schools by enhancing the effectiveness of CTE teachers.

Institutional Readiness

This degree was created by restructuring a Plan C M.S. degree into a professional degree program to attract those in who may be interested in completing a Master's degree without a thesis in the area of Career and Technical Education. This action also builds upon the individual CTE teacher preparation programs housed in the School of Applied Sciences, Technology & Education.

Using primarily existing graduate courses, many which are already taught on-line or as a hybrid, the Master of Education (M.Ed.) in Career and Technical Education will serve in-service CTE teachers and CTE professionals in Utah and across the region. This master's degree option will have no thesis or Plan B paper option; however, students will still be required to create a culminating creative or integrative experience. This experience will likely build upon some facet of their current professional educator position.

Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other			

terminal degrees, as specified by the institution)			
Full-time Tenured	13		
Full-time Non-Tenured	1		
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	5		
Full-time Non-Tenured	7		
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured	2		
Full-time Non-Tenured	6		
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured	4		
Full-time Non-Tenured	5		
Part-time Tenured			
Part-time Non-Tenured	1		
Total Headcount Faculty			
Full-time Tenured	24		
Full-time Non-Tenured	19		
Part-time Tenured			
Part-time Non-Tenured	1		
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	40.53	X	40.53

Staff
No additional staff will be required by this action. This degree is a result of a restructuring opportunity.

Library and Information Resources
No additional library or information resources will be required as the degree is a result of a graduate program restructuring and the content areas of the CTE areas are supported by the current holdings.

Admission Requirements
As this program is the result of a restructuring effort, the School will continue to use the admission requirements that were effective in our other programming efforts. Our guidelines are provided below. **Applications (including test results) must be completed no later than two months prior to the start of the semester in which the student would like to begin taking courses.** Students will not be allowed to take courses in the program without being admitted (matriculated). Meeting minimum admission requirements does not guarantee acceptance into this program. To be considered for admission into the

program you will need to do the following (all of this information, along with forms can be found at www.usu.edu/graduateschool):

1. **Admissions Application**: Complete the admissions application and pay the $55.00 application fee. You will have to go to "First Time Users Account Creation" to get a login ID. Please pay close attention to the essay question. Your response will be used in admissions decisions. For an online application click here.
2. **Recommendations from three individuals** are required; each must address the applicant's potential for success in the proposed graduate degree program. If the applicant has been enrolled in school during the last five years, at least two of the letters must come from persons who are familiar with, and can make an authoritative assessment of, the applicant's recent academic progress and success.
3. **An official transcript** must be ordered from each previously attended college and/or university (except USU) and must be sent directly from each institution to the USU School of Graduate Studies. Transcripts must be submitted for all courses above the high-school level and all prior degrees. Transcripts accumulated on one record are not acceptable. Transcripts submitted as application credentials become the property of the School of Graduate Studies and will not be copied for or returned to the applicant. A bachelor's degree from an accredited college, with a minimum 3.0 GPA for the last 90 quarter or 60 semester credits earned, is required.
4. **Admissions Test**: An admission test is required of all applicants, with a score at or above the 40th percentile the minimum acceptable. Our department requires either the Graduate Record Examination (GRE) general test (minimum of 40th percentile on the verbal test and on the quantitative test) or the Miller Analogies Test (MAT) for master's degree applications. Registration forms for the GRE are available at the School of Graduate Studies, by calling USU Testing Services at (435) 797-1004, or by clicking here. Contact USU Testing Services for information about the MAT. Applicants should request that their scores be sent directly to Utah State University School of Graduate Studies. The scores must be received before an application is considered complete. The institutional code that we were assigned by the Educational Testing Services is 4857.

NOTE: RECOMMENDER NAMES AND E-MAIL ADDRESSES ARE REQUIRED ON THE ONLINE APPLICATION. Once you have completed the online application with the fee paid, the School of Graduate Studies sends a link to a recommendation form via email to the e-mail addresses you provide. The recommenders will complete the online recommendation form and submit it electronically.
All materials submitted as part of the application credentials become the property of the School of Graduate Studies and will not be copied or returned to the student.

Student Advisement
Initial graduate advisors will be assigned when the students are admitted to the program. The student will be matched with an advisor in the same disciplinary area as best we can ascertain from the application. Students will then complete programs for study using the course schedule and working with a major professor to discuss, design and implement an appropriate creative project.

Justification for Graduation Standards and Number of Credits
The Master of Education in Career and Technical Education aligns with the standards and numbers of credits required for similar professional degrees.

External Review and Accreditation
No consultants were used in the development of the degree program. The program was developed with input from CTE teacher educators on the faculty in Applied Sciences, Technology & Education at Utah State University.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**		11	19	30	30	30
Total # of Declared Majors **in Proposed Program**	25	35	45	75	75	75
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	40.53*	40.53	40.53	40.53	40.53	40.53
Total Department Student FTE (Based on Fall Third Week)	444.84	444.84	452.84	463.84	463.84	463.84
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10.98 : 1	10.98 : 1	11.17 : 1	11.44 : 1	11.44 : 1	11.44 : 1
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____ __)						

Expansion of Existing Program
This program is an outgrowth/restructuring of the Master of Science Plan C degree program in Agricultural Systems Technology (AST). This program has been successfully serving primarily in-service Family and Consumer Sciences, and Agricultural Education secondary teachers' professional development needs. The recent enrollment data is shown below for the AST program. The new degree program looks to expand the marketing and focus to other CTE teachers.

Year	Enrollment	Graduates
2007	19	14
2008	30	17
2009	22	15
2010	25	16

2011	23	10
2012	25	15

Section III: Need

Program Need

The current Master of Science (M.S.) program in Agricultural Systems Technology emphasizes a wide range of teaching and learning skills. The program's focus is placed on skill development, program planning, and evaluation techniques. It also requires proficiency in research methodology and statistical applications. This rigorous program is intended for working professionals in extension, adult, and community education as well as those in school-based career and technical education programs who want a solid background in research and for those who may be considering obtaining a terminal degree. In reviewing this program, it was determined that the "Plan C" (coursework only) did not meet the intent of this M.S. program and a need existed to eliminate this option.

Eliminating the Plan C of the M.S. program in Agricultural Systems Technology also created an opportunity to restructure this part of the AST Master's degree programs into a professional degree program to attract those in who may be interested in completing a Master's degree without a thesis in the area of Career and Technical Education. The School of Applied Sciences, Technology, and Education is home to several career and technical education program areas, including Agriculture; Family and Consumer Sciences; Skilled and Technical Sciences; and Technology and Engineering Education.

Using primarily existing graduate courses taught online, many of which are already taught on-line or as hybrid courses, the Master of Education (M.Ed.) in Career and Technical Education will serve in-service CTE teachers and CTE professionals in Utah and across the region. This master's degree option will have no thesis or Plan B paper option; however, students will still be required to create a culminating creative or integrative experience. The minimum educational requirements for a CTE instructor is typically the Bachelor's degree and many enter the profession at this level. After a few years teaching experience, many begin to seek advanced study to improve their teaching and to increase their opportunities for career and/or pay advancement. Unfortunately, many of these instructors are on year-round contracts and do not have the time available to attend "traditional classes" at a university setting. The M.Ed. in CTE provides flexible opportunities for CTE teachers in the region and nationally to obtain advanced study within the discipline.

Labor Market Demand

Currently, there are no similar CTE focused master's degree programs offered in the State of Utah and only a few similar type programs exist nationally. However, in the State of Utah and in the Intermountain Region, there are many practicing CTE instructors and professionals who we believe will be attracted to this flexible degree program. This population includes:

- Instructors at Utah's eight Colleges of Applied Technology
- Secondary School CTE Teachers
- Community College Instructors of Technical Courses
- Industrial Trainers
- Career and Technical Education Directors

Student Demand
Teachers in secondary CTE programs in Utah served approximately 141,000 last year. The instructors of these students look for continuing education to maintain their currency and effectiveness in the classroom. The current Plan C program existed 'under the radar' in many respects and had consistent enrollment of approximately 25 matriculated students. This enrollment stemmed from the Agriculture, and Family and Consumer Sciences area of CTE teachers and the school has done little to advertise the program. With the addition of degree programs and faculty members with expertise in Technology and Engineering Education as well as faculty members with Business Education training, the School is ready to provide a comprehensive degree targeted at the broader CTE audience. This proposed degree will expand the offering to include the Technology and Engineering, and the Business educators as well in a composite CTE offering. We anticipate a solid demand and project the ability to accommodate approximately 75 students in the program with our current structure.

The minimum educational requirement for a CTE instructor is typically the Bachelor's degree and many enter the profession at this level. After a few years of teaching experience, many begin to seek advanced study to improve their teaching and to increase their opportunities for career and/or pay advancement. Unfortunately, many of these instructors are on year-round contracts and do not have the time available to attend "traditional classes" at a university setting. The M.Ed. in CTE provides flexible opportunities for CTE teachers in the region and nationally to obtain advanced study within the discipline.

Similar Programs
No similar graduate programs exist within the state that focus on Career and Technical Education. A similar degree is available through the University of Nevada-Las Vegas, however, we believe the demand for a degree from Utah State University would better fit the needs of Utah inservice teachers. We also believe we can offer the degree in a regional and national context as we build capacity; however, our initial plan is targeted to 75 students.

Collaboration with and Impact on Other USHE Institutions
No USHE institutions offer a graduate degree focused specifically upon Career and Technical Education.

Benefits
In keeping with USU's mission statement this master's program will help advance the following goals as outlined on the President's website:

- Enhance the reputation of the University for learning, discovery and engagment by offering a unique program that will appeal to CTE professionals in Utah, the region and nationwide.
- Strengthen the recruitment, retention, graduation and placement of students by offering a on-line option to prospective students who cannot attend a traditional face-to-face master's program. The program will make graduates more marketable for future positions and allow for pay increases in already obtained positions.
- Build a socially and intellecutually vibrant campus community, enhanced by the diversity of its faculty, staff, and students, by expanding our reach to both traditional and nontraditional students through the online delivery method of courses and allowing faculty to interact with students in a technology-driven manner. Our campus community extend its bounds nationwide with this program as few are offered in the nation.

- Infuse new energy into graduate programs by restructuring the current Plan C option to a highly desired online program that allows a broader base of CTE professionals to enroll in a master's program that requires students to create a culminating creative of integrative experience.

Consistency with Institutional Mission

The M.Ed. in Career and Technical Education directly relates to the mission of Utah State University to "be one of the nation's premier student-centered land-grant and space-grant universities." The program will meet the student-centered demands of current CTE professionals by offering courses through a convenient delivery methods and fulfills the land-grant mission by bringing education to individuals not only in the state of Utah, but nationwide. Furthermore, this program directly "serves the public through learning, discovery and engagement" by giving current teachers and administrators tools they need to better educate the public in the areas of agriculture, family and consumer sciences, technology and engineering, and business.

Section IV: Program and Student Assessment

Program Assessment

The School of Applied Sciences, Technology and Education will continue to conduct on-going assessment of the degree program and make improvements when needed. The competencies selected for this professional master's degree include skills and abilities beyond those required for undergraduate level teacher certification programs. The competencies include those that will help the student improve their teaching, those that will enable the student to help others improve their teaching, and those that will provide the student with opportunities to advance in their profession. We will use student course evaluations as a formative step in the entire program as we see instantaneous reaction to our teaching. Graduate students work independently with their faculty mentoring committees looking at the outcomes of the educational process as it impacts their careers. Faculty members have the opportunity to discuss trends seen in student programs at program annual assessment and improvement activities. The department will use exit interviews/surveys of graduating students. The program also uses alumni follow-up events (~5 yr. intervals) to provide an opportunity for student reflection on the program outcomes and overall value.

Expected Standards of Performance

The standards of student performance will be an outgrowth from the individual course objectives. Cumulatively, the courses build upon each other to reach the program's desired outcomes. The weighting of student standards at the program level of will be derived primarily from the core course objectives as all students will take these courses. The program outcomes should also be reflected in the follow-up surveys of students as to advancement in their professional careers and evidence of implementing program outcomes.

The overarching outcomes for the proposed degree program are:

1. · Develop and deliver contemporary CTE curricula.
2. · Modify instruction to meet the needs of adult learners.
3. · Use advanced teaching methods and instructional strategies to enhance student learning.
4. · Effectively assess and evaluate student learning.
5. · Utilize effective management and student motivation techniques in classroom.
6. · Discuss current issues and trends in Career and Technical Education.
7. · Use basic research methods to improve teaching and learning.

Section V: Finance

Budget
N/A – All costs are currently covered in existing programs. No additional faculty or staff FTE, library or other operational funds required.

Funding Sources
No new funding required as the program is transitioning from an existing program.

Reallocation
No reallocation necessary.

Impact on Existing Budget
No foreseeable impact on existing program, departmental, college or university budgets.

Section VI: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
Required Core Courses (18 Credits)		
TEE 6090	Program Design	3
ASTE 6160*	Foundations of Adult Education	3
FCSE 6300*	Advanced Teaching Strategies	3
TEE 6150	Evalaution and Assessment	3
ASTE XXXX (to be developed)	Reading and Applying Resarch in CTE	3
FCSE 6320	Classroom Management, Student Motivation, and Guidance	3
	Sub-Total	18
Elective Courses	Students select 15 credits from the following list or other approved courses.	
FCSE 6180	Administration and Program Planning	3
FCSE 6140*	Evaluation and Ethics of Research in Education and Extension	3
ASTE 7500*	Diffusion of Innovations	3
FSCE 6380*	Mentoring and Supervision	3
TEE 6910	Experimental Laboratory	3
TEE 6930	Independent Study	3
ASTE 6450	Graduate Topics ST: *Discipline specific*	3
	Sub-Total	15

Total Number of Credits	33
* = Currently Taught On-line or Hybrid	

New Courses to Be Added in the Next Five Years

Semester 3	Course Prefix and Number	Course Title
ASTE XXXX (to be developed)	Reading and Applying Resarch in CTE	3

Program Schedule

The schedule listed below provide a guidline of the intent to provide a course schedule that allows completion of the degree program in approximately two years. Additional courses can be added as deemed necessary based upon enrollment pressure and disciplinary content needs of the students.

Course Prefix & Number	**Title**	**Credit Hours**
Fall 2013		
FCSE 6180	Administration and Program Planning	3
FCSE 6380	Mentoring and Supervision	3
Spring 2014		
ASTE 7500	Diffusions of Innovations	3
TEE 6090	Program Design	3
ASTE 6450	ST: Safety and Risk Management	3
Summer 2014		
TEE 6150	Evaluation and Assessment	3
ASTE XXXX	Reading and Applying Research in CTE	3
Fall 2014		
FSCE 6320	Classroom Management & Motivation	3
FCSE 6140	Eavluation and Ethics	3
Spring 2015		
FCSE 6300	Advanced Teaching Strategies	3
TEE 6910	Experimental Laboratory	3
Summer 2015		
ASTE 6160	Foundations of Adult Education	3
TEE 6930	Independent Study	3

Section VII: Faculty

The following faculty from the school of Applied Sciences, Technology, and Education will be directly involved in delivering instruction and mentoring students in this program:

Edward Reeve, Professor, Ph.D., Technology and Engineering Education, Logan Campus
Bruce Miller, Professor, Ph.D., Agricultural Education, Logan Campus
Brian Warnick, Associate Professor, Ph.D., Agricultural Education, Logan Campus
Gary Stewardson, Associate Professor, Ph.D., Technology and Engineering Education, Logan Campus
Lindsey Shirley, Assistant Professor, Ph.D., Family and Consumer Sciences Education, Logan Campus
Rebecca Lawver, Assistant Professor, Ph.D., Agricultural Education, Logan Campus
Jared Berret, Assistant Professor, Ph.D., Technology and Engineering Education, USU Eastern, Blanding Campus
Dennis Garner, Lecturer, M.S., Business Education, Uintah Basin Regional Campus
Julie Wheeler, Senior Lecturer, M.Ed., Family and Consumer Sciences Education, Logan Campus
Vacant, Ph.D. Assistant Professor of Extension Education and Non-formal Learning.